DOCUMENT RESUME

ED 102 308 CE 003 005

TITLE Composite Evaluation Report for Occupational Education in the State of Illinois: Fiscal Year 1974.

INSTITUTION Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

PUB DATE 74

NOTE 59p.; For Fiscal Year 1972, see ED 069 909

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

DESCRIPTORS Administrator Evaluation; Area Vocational Schools; *Educational Assessment; Educational Objectives; Educational Resources; Evaluation Needs; Instructional Programs; Personnel Evaluation; Post Secondary Education; *Program Evaluation; Program Improvement; Secondary Education; State Standards; *State Surveys; Student Needs; Summative Evaluation; Vocational Counseling; *Vocational Education

IDENTIFIERS *Illinois

ABSTRACT

The report presents the conclusion of a year's constructive analysis of the status of occupational education in Illinois. The evaluation system, entitled "The Three-Phase System for Statewide Evaluation of Occupational Education Programs", was field-tested during 1970-71. In 1971-72, evaluations of 70 local educational agencies (LEA) were conducted, and the 1972-73 evaluation included 116 LEA. The 1974 composite summary is based on the evaluation of 72 LEA, including 55 secondary agencies, 10 postsecondary community colleges, and 7 State agencies. Each LEA evaluation focused on eight areas of concern: students served, occupational programs, administrative organization, personnel, objectives, evaluation, resources utilized, and guidance services. These eight areas have also provided the structure for the report. Each area of concern is divided into three segments: conclusions, recommendations, and suggested solutions. Of the eight areas of concern, evaluators concluded that three areas needed attention: (1) the development of locally directed, formal evaluation systems, (2) the development of measurable objectives, and (3) additional efforts in the guidance area components of placement, followup, testing, and evaluation. (MW)

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EVALUATION REPORT

Occupational Education

in the State of Illinois

Fiscal Year 1974

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PREFACE

To improve occupational education in Illinois public educational agencies, occupational educators have cooperatively conducted an indepth analysis of the total occupational programs being offered by local educational agencies. This analysis has been organized as the Three Phase System for Statewide Evaluation of Occupational Education Programs. For any evaluation activity to be of use, it is necessary that the results be disseminated and utilized. Utilization of results can only be accomplished if data is accepted as the result of impartial and constructive analysis.

This report presents the conclusion of a year's constructive analysis of the status of occupational education in the state of Illinois. In it are recommendations and suggested solutions for improvement, directed toward Local Education Agencies, State Education Agencies, and Universities in the hope that they will be disseminated and acted upon. This report was composed by the thirty-four individuals who were responsible for leading the 72 evaluation teams during the 1973-74 school year in consortium with the Program Approval and Evaluation Unit staff of the Illinois Division of Vocational and Technical Education. The team leaders assembled for two days to synthesize a collection of data, as well as their own personal evaluation experiences into this final product. The data which was utilized included results of questionnaires administered to over 7500 students and approximately 2000 local district personnel, information from Local District One and Five Year Plans for Occupational Education, School and Community Data Forms, and questionnaires completed by team leaders.

The efforts of team leaders, culminating in this report, were to provide a document useful to the many agencies striving to improve occupational education in the state of Illinois.

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INTRODUCTORY OVERVIEW

A system designed to evaluate occupational programs throughout Illinois was implemented by the Division of Vocational and Technical Education during the 1971-72 school year. The evaluation system, entitled, "The Three-Phase System for Statewide Evaluation of Occupational Education Programs", has three major goals:

1. To promote and assist with the development of quality occupational education programs at the local level,

2. To provide the Division of Vocational and Technical Education with data upon which better statewide planning of occupational education programs can be based,

3. To help ensure accountability of Federal and State funds allocated to local occupational education programs.

The Three-Phase Evaluation System for occupational education was field tested at seven sites during 1970-71. The 1971-72 evaluations included 70 local educational agencies (LEA's), and the 1972-73 evaluation was expanded to include 116 LEA's. This report represents the third annual summary and synthesis of evaluation findings from the Three-Phase Evaluation System. This year's summary, or composite, is based upon the evaluation of 72 LEA's within the state. This 72-agency group included 55 secondary agencies (high school and unit districts and area vocational centers) 10 post-secondary community colleges and seven public (state) agencies. Teams consisting of educators, business and industrial representatives and students ranged from 4 to 25 members in size - involving approximately 700 total team members.

This composite report is prepared to aid decision makers of LEA's, state agencies and institutions of higher education in planning and assessing their efforts. It may be used by these agencies to assess statewide needs and to give priority to activities aimed at meeting such needs. Also, LEA's can use it as a reference from which to obtain suggestions for improving their programs.

EVALUATION IMPACT

During the past three years the impact of the Three Phase evaluations has been assessed by several methods. Two studies were done at the University of Illinois - a school follow-up and an impact assessment study - and surveys were conducted by regional directors as they reviewed Local Plans. After the first year's evaluations, team members were asked to contribute their impressions of the system's impact. In all cases it was noted that significant changes and improvements have occurred within LEA's. Frequently cited changes include increased participation of educational agencies in joint agreements, addition of staff with administrative responsibilities for occupational education, expansion of occupational program offerings to students, increased involvement of employers and citizens on advisory committees, establishment of formal placement services, and initiation of formal student follow-up procedures-just to name a few. All these findings point to the fact that LEA's are utilizing the results of evaluations and the suggestions made by visiting evaluation teams.

The evaluation system has had several indirect, but no less significant impact on Occupational Education in Illinois. Possibly one of the most significant outcomes of the system was the involvement of people - educators, business representatives and students-in a common effort. This common effort was the occasion for in-service education for hundreds of the state's educators. Also this involvement provided an excellent avenue for dialogue between educators and community representatives. The statewide composite report generated as a result of the evaluations has been of value in its own right. The Division of Vocational and Technical Education has utilized the composite report to redirect 4 prioritize services and funding of professional and curriculum development, research, and consultative activities. There has also been a unification of efforts made by other state agencies over the past year. This can be attributed, in part, to the identification of statewide needs provided by the Composite Report. Many universities which offer professional development programs for educators within the state have also utilized the Composite Report. This has been reflected in changes that have been made in teacher, counselor and administrator education programs; many of these address identified state needs.

Each LEA evaluation focused on Eight Areas of Concern for Evaluation: Students Served, Occupational Programs, Administrative Organization, Personnel, Objectives, Evaluation, Resources Utilized and Guidance Services. These eight areas have also provided the structure for this report. Each Area of Concern is divided into three segments: Conclusions. Recommendations and Suggested Solutions. Although it is impossible to concisely summarize the entire report, general conclusions can be drawn for each Area of Concern as follows:

STUDENTS SERVED

Students interviewed indicated satisfaction with the occupational programs in which they were enrolled. However, evaluation reports reveal that improvement is needed in identifying and serving disadvantaged and handicapped students. Concern was also expressed regarding the current state of occupational youth organizations, and it appears that more emphasis needs to be placed upon the development of effective youth organization activities. Additional students could be served and existing services could be improved through improved program articulation between all educational levels.

OCCUPATIONAL PROGRAMS

Most LEAs are attempting to provide occupational programs in the five occupational areas as identified by the Division of Vocational and Technical Education through a variety of delivery systems. However, better planning could be done to improve the relationship of programs to identified student interests and manpower needs.

There is a need for greater articulation and coordination of occupational programs at all levels. Cooperative occupational programs are regarded as a very effective culminating activity by secondary and post-secondary schools; however, evaluations indicate that because of unsufficient organization and administration many fall short of meeting student needs.

There is a definite need for the Division to update guidelines, create new guidelines, and review current approval criteria related to program planning at all levels, as an effort to assist schools in developing programs relevant to student (K-Adult) and community needs.

ADMINISTRATIVE ORGANIZATION

While the evaluation reports incorporate a variety of specific recommendations for improving the administrative organization for occupational programs, this area was not found to be one of the high priority areas of concern according to statewide summary data. Actual administrative organization, assigned responsibility for decision making, and lines of communication differ substantially from those outlined in Local Plans. Credit should be given for general improvement in this area of concern and for the apparently strong support given to occupational programs by governing boards. It is suggested that action be taken to: (1) improve communication concerning occupational program purposes and principles within and between agencies and between agencies and the public, (2) improve administrative understanding of student needs and the employment milieu so that realistic, long range planning strategies may be formulated and (3) refine administrative jobs so as to make them more commensurate to authority and responsibility.

PERSONNEL

Personnel of LEAs evaluated may be justifiably proud of the consistent high ranking given them by evaluation teams. They are active in professional organizations and continue to involve themselves in inservice workshops in order to improve the quality of their performance. However, it should be noted that there is often little opportunity for faculty to obtain additional technical training without undergoing personal hardships. Also, many faculty indicated that they have not been keeping in close contact with the potential

employers of their students; all faculty must continually strive to build and improve good working relationships with nonoccupational faculty within the Local Educational Agency.

OBJECTIVES

There has been noticeable improvement in the area of objectives over the past few years. However, although much effort is being expended by many LEAs, the development of measurable objectives appears once again to be a major concern of LEA staff and evaluation teams. Some confusion remains as to the relationship of total program, specific program, and course objectives. In many cases, objective development is viewed as a task in itself, and is not related to the development, management, and evaluation of the program for which objectives are being developed. It is becoming more evident that the development of measurable objectives will depend heavily upon re-education of individuals and a reshaping of attitudes, and that these are changes which will require both time and patience.

EVALUATION

Evaluation teams indicated that evaluation is the area requiring most immediate attention. This can be attributed to the fact that most local education agencies have no formalized evaluation system and lack the knowledge and competencies to develop and implement one. Informal evaluation is conducted by many LEAs, but little correlation appears to exist between this type of evaluation and program improvement. There is no question as to the need for the development of locally directed, formal evaluation systems.

RESOURCES UTILIZED

Evaluation teams identified a high correlation between strong school, community, business and agency relationships and effective occupational programs. Local educational agencies must continually work toward extending their utilization of available internal and external resources. The trend toward more effective utilization of general and separate occupational program advisory committees could be hastened through the development of task oriented objectives for such groups.

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTED SOLUTIONS

The following pages present the conclusions of the 1973-74 evaluations. Recommendations for improvement of occupational education in Illinois are based upon the evaluations of the 72 LEAs which represent approximately ten percent of the educational agencies which offer occupational programs. Findings and recommendations have been categorized according to the Eight Areas of Concern for Evaluation with a ranking chart preceding each section.

Each evaluation team was responsible for ranking the Eight Areas of Concern in order of the areas needing the greatest attention within the LEA. A composite of these rankings was compiled for the 72 evaluated LEA's and is presented with each Areas of Concern to give the reader an overview of the strongest and weakest areas of concern in institutions throughout the State of Illinois.

Suggested solutions within each section of the report have been directed to several audiences. The following legend clarifies abbreviations which are used to address suggested solutions to a specific audience.

LEA - All local educational agencies in Illinois
DVTE - Division of Vocational and Technical Education
OSPI - Office of the Superintendent of Public Instruction
U - Universities offering pre-service and in-service programs for occupational education personnel
ICCB - Illinois Community College Board

Other abbreviations are used throughout the text of the report. Some of these are as follows:

PEI - Preliminary Evaluation Instrument
TLQ - Team Leader Questionnaire
S & C Data - School and Community Data Form
IOCP - Illinois Occupational Curriculum Project
AVC - Area Vocational Center

GUIDANCE SERVICES

Evaluation reports reflect improvement in the guidance services component of local occupational programs. Although improvement was noted, data indicates that guidance services should remain a high priority area for program development and improvement. Placement, follow-up, testing, and evaluation are examples of area components requiring attention. Such activities are requisite for effective guidance services and a focused program of career development for all students. Local districts should be encouraged to plan and implement guidance programs which recognize the important role various groups (teachers, counselors, employers, peers) have upon realistic career decisions being made by students.

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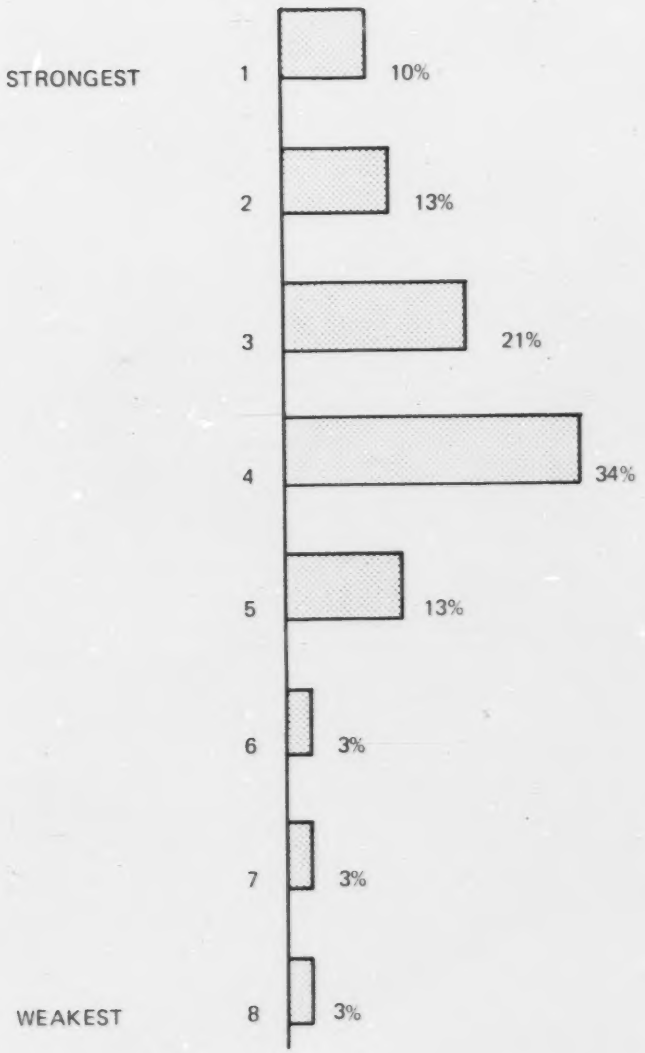
STUDENTS SERVED



MEAN RANK 3.6

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEAs. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

STUDENTS SERVED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. Based upon the evaluation reports and Preliminary Evaluation Instrument data, students indicate satisfaction with the occupational programs and services provided.		
2. Students interviewed typically indicated that they had little involvement with the planning, implementation and evaluation of occupational programs.	2. Involve students in appropriate phases of program planning, implementation and evaluation of occupational programs.	2. a. (LEA) Name students to serve on all occupational advisory committees. b. (LEA) Require each student to complete an evaluation instrument for each occupational course completed. c. (DVTE) Continue to utilize students in the evaluations of LEA's. d. (LEA) Obtain follow-up data concerning students and involve current students in the design and implementation of the follow-up study.
3. Although the number of districts having career awareness (K-6) and career exploration (7-8) programs is increasing, all students in Illinois could profit from such programs.	3. Plan and implement a K-8 career awareness and information program.	3. a. (LEA) Explore the educational advantages to students from offering a K-8 career awareness and exploration program and weigh this against the identified difficulties in offering such a program. b. (LEA) Review occupational information programs developed by universities, for example, Occupac, Dr. Peterson, EIU; Project ABLE, Dr. Wernick, NIU; and Career Education for Children, Dr. Bailey, SIU. c. (DVTE) Continue efforts to develop curricula at the K-8 level and sponsor demonstration centers and in-service workshops for interested administrators and K-8 teachers. d. (LEA) Involve K-8 teachers and building principals in the writing of objectives. e. (LEA) Hold grade level or department level (i. e., primary, or intermediate, or junior high level, etc.) meetings for the following purposes: 1. sharing effective experiences and teaching techniques 2. building elements of units and speaker's bureau, etc. 3. unifying career information instruction in the district 4. identifying community opportunities until the local program is coordinated and developed.

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CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		3. continued f. (DVTE) Identify exemplary programs for funded demonstration centers. g. (DVTE) Make a special effort to encourage K-8 personnel in all elementary school districts (especially dual districts) to initiate career awareness and information programs.
4. Although there appears to be an extensive service to students in providing information on college entrance, there is not sufficient effort to provide students with information on entrance to the world of work.	4. Provide adequate information pertaining to the world of work for all interested students.	4. a. (DVTE) Continue to conduct workshops throughout the state designed to provide all guidance personnel and instructors with materials and skills needed to adequately advise students pursuing immediate employment. b. (U) Include the occupational advisement, placement and career development in the university curriculum. c. (LEA) Seek in-service and workshop training for appropriate staff members in the area of occupational advisement. d. (LEA) Make administration of occupational guidance the responsibility of the occupational administrator. e. (OSPI) Consider issuance of a certificate for occupational guidance personnel. f. (U) Establish new programs for training occupational guidance personnel or revise existing programs.
5. There is little evidence to suggest any concerted effort to encourage the participation of college-bound students in occupational programs.	5. Encourage college-bound students to avail themselves of appropriate occupational programs and courses.	5. a. (LEA) Advise students intending to pursue post-secondary training to enroll in appropriate occupational programs. b. (LEA) Schedule courses to avoid conflicts between required college preparatory classes and occupational classes. c. (LEA) Encourage college-bound students to enroll in extra credit courses in occupational programs. d. (LEA) Advise parents and students of the desirability of occupational courses for the college-bound student. e. (DVTE) Promote the above procedures to LEA's.

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STUDENTS SERVED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
6. Evaluation reports and Preliminary Evaluation Instrument data indicate that occupational programs are not available to many students who could benefit from them.	6. Take action to increase the availability of occupational programs to all students.	6. a. See Students Served items 3 and 5. b. (LEA) Explore alternative scheduling procedures, such as modular scheduling, semester and summer classes, mini "early-bird" sessions, and evening classes in order to serve students who are now excluded by scheduling conflicts. c. (LEA) Adopt open admission policies for programs based on student interest. d. (LEA) Expand cooperative programs to a greater number of areas in order to serve additional students. e. (LEA) Carefully reassess community needs and employment opportunities and add needed programs to the curriculum. Arrange joint agreements to provide programs needed by only a few students.
7. Although the number of joint agreements among educational agencies is increasing, more students could be served by occupational programs if more educational agencies were less reluctant to better coordinate and articulate program offerings.	7. Encourage all LEA's to carefully articulate program offerings at all levels.	7. a. (DVTE) Conduct additional workshops throughout the state dealing with the procedures and techniques to be utilized by LEA's in articulating their program offerings and developing joint agreement relationships. b. (LEA) Assume the initiative of inviting neighboring LEA's to a meeting to discuss possibilities of articulating program offerings. c. (U) Include within the curricular structure of teacher and administrator education programs topics dealing with program articulation and interinstitutional cooperation. d. (DVTE & LEA) Encourage the development of regional planning, utilizing the expertise of the Superintendent of the Educational Service Region and other personnel of the region.
8. 78% of the students completing Preliminary Evaluation Instruments indicated that they were not members of an occupational student organization. The Team Leader Questionnaire indicated that the effectiveness of occupational youth organizations was "average or low" in 83% of the institutions evaluated.	8. Encourage all occupational students to participate in appropriate youth organizations.	8. a. (U) Train prospective teachers in the techniques needed to advise youth organizations. b. (DVTE) Emphasize the importance of youth organizations in the LEA by including more information pertaining to their operation in the Local One and Five Year Plan.

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STUDENTS SERVED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		8. continued c. (DVTE) Provide additional leadership for statewide youth organization activities and training of advisors on the local level. d. (LEA) Require the total occupational faculty to involve themselves with various aspects of the youth organizations' activities. e. (LEA) More closely relate classroom instruction and youth organization activities so that each complements the other. f. (LEA) Schedule organization activities during the school day so that non-driving and employed club members can participate. g. (LEA) Continually evaluate and improve objectives and activities of existing youth organizations. Be certain to include students in the evaluation procedure.
9. There appears to be some confusion among LEA staff and administration as to criteria for identifying disadvantaged and handicapped students.	9. Clarify procedures and criteria used to identify disadvantaged and handicapped youth.	9. a. (DVTE) Provide the LEA with more precise guidelines which can be used in the identification of disadvantaged and handicapped students. Administrators should disseminate this information to all involved staff. b. (LEA) Rely more heavily on consultants from DVTE, universities and other LEA's to conduct workshops in the procedures and criteria to be used in the identification of these students. c. (LEA) Coordinate presently available expertise in areas of special education and Title I within the LEA's. d. (DVTE) Ensure that auditors understand this system. e. (LEA) Provide each faculty member with a copy of the Local District One and Five Year Plan containing the criteria used in identifying the disadvantaged and handicapped students.

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STUDENTS SERVED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
10. Procedures for obtaining information concerning disadvantaged and handicapped students enrolled in regular occupational programs are not clearly understood by many occupational teachers.	10. Develop a procedure which is clear to all faculty regarding the dissemination of information pertaining to disadvantaged and handicapped students enrolled in regular occupational programs.	10. a. (DVTE) Involve all occupational staff in the development of a written procedure outlining the notification process which is to be used. b. (DVTE & U) Provide the LEA with some examples of existing systems which may be used to notify teachers of disadvantaged and handicapped students in regular occupational programs.
11. In not all instances are occupational instructors aware of additional services being provided to students who have been identified as disadvantaged or handicapped.	11. Inform occupational staff of additional services provided to disadvantaged and handicapped students.	11. a. (U) Inform prospective teachers regarding services which might be provided to special needs students by coordinating the expertise of Special Education and Occupational Education personnel. b. (LEA) Identify the additional services which are to be provided disadvantaged and handicapped students, and communicate these to all concerned. c. (DVTE) Provide needed leadership in the in-service education of LEA staff (see Bulletin 40-273). d. (LEA) Inform staff of additional services which are available to special needs students through appropriate in-service activities. e. (LEA) Coordinate services of DVR, Special Education and occupational education and other involved public and private agencies.
12. Few schools have made a strong effort to assist students leaving their occupational programs to obtain satisfactory initial employment.	12. Help program leavers to obtain satisfactory initial employment.	12. a. (LEA) Develop a placement service for all program leavers. b. (LEA) Cooperate with all available private and public agencies offering placement assistance and employment information in the area. c. (DVTE & U) Conduct a series of workshops for guidance personnel, occupational instructors and school administrators dealing with procedures and techniques which may be used in securing satisfactory placement for program leavers. d. (LEA) Encourage instructional staff to maintain close contact with business and industry so as to be aware of employment needs in the area.

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STUDENTS SERVED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
13. Secondary and post-secondary institutions are meeting many of the needs of adults through a variety of program offerings. There appears to be some confusion as to the role which should be played by these two agencies.	13. Articulate adult, continuing and other education offerings at all educational levels.	13. a. (LEA) Take the initiative in hosting articulation meetings to discuss the total occupational needs of the adult community and, utilizing all available alternatives, develop a written plan to serve this need. b. (DVTE) Encourage articulation of LEA's with regard to continuing education by providing consultive services and setting funding priorities. c. (LEA) Inform the public of available educational opportunities. d. See also Students Served #7.
14. Administrators vary a great deal in their support of youth groups.	14. Encourage development and/or expansion of youth groups, according to student interest.	14. a. (DVTE) Continue support for development of youth groups. b. (DVTE) Provide guidelines and hints from successful LEA's support of youth groups. c. (U) Incorporate sponsoring of youth groups in pre-service and in-service programs for teachers. d. (LEA) Foster youth groups, modeling after successful history of FFA (secondary) and health occupations groups (community college).

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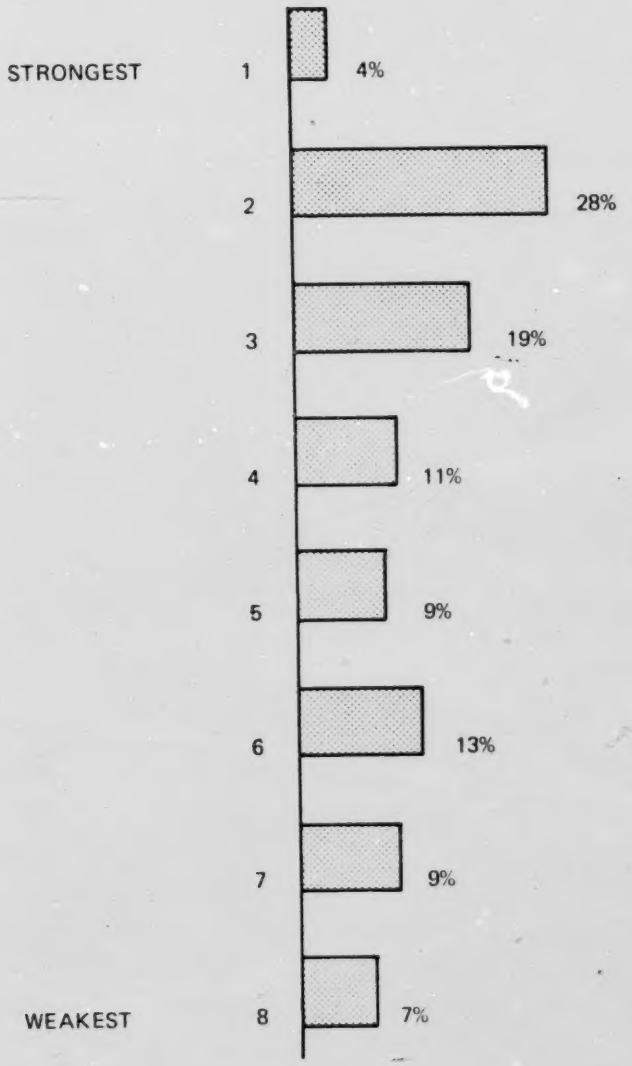
OCCUPATIONAL PROGRAMS



MEAN RANK 4.0

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEAs. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

OCCUPATIONAL PROGRAMS

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. Attempts are being made by LEA's to offer programs in all five occupational areas; however, some districts have limited resources for implementation and consequently are providing programs only for the purpose of meeting the current criteria for full approval of their One and Five Year Plan. (Not on basis of meeting student and community needs.)	1. Re-examine criteria for approval of Local District One and Five Year Plans for Occupational Education.	1. a. (DVTE) Appoint a committee to review criteria for approval of One and Five Year Plans and make recommendations for needed change to the State Director. b. (DVTE & LEA) Work together in developing joint agreements between various school districts and writing contracts with public and private institutions to more efficiently provide program offerings to occupational students. c. (DVTE) Provide in-service workshops for LEA's to assist them in developing and in writing joint agreements and contracts.
2. Evidence indicates that few secondary institutions are utilizing community surveys in program planning.	2. Utilize community surveys in program planning.	2. a. (LEA) Establish and implement procedures for conducting surveys to provide needed information and data related to program planning. b. (LEA) Utilize the expertise of advisory committees in gathering and evaluating information and assisting in program planning. c. (LEA) Secondary schools should study the post-secondary model for program development and implementation. d. (LEA) Incorporate the suggested activities for program planning found in the Illinois Occupational Curriculum Project (IOCP) manuals. e. (LEA) Include in surveys possibilities for occupational mobility in the area outside the immediate locality.
3. It appears that many secondary and post-secondary institutions have made effective adjustments to changing student and community needs in their existing Applied Biological and Agricultural Occupations programs; however, some districts have failed to provide their students with any career orientation or preparation courses in this occupational area in relationship to specific occupational programs.	3. Explore the incidence of Applied Biological and Agricultural Occupations in reference to occupational needs in the community.	3. a. (LEA) Utilize an agricultural advisory committee for assistance in program planning. b. (LEA) Encourage teachers, advisory committee members, school board members, and administrators to visit exemplary agricultural departments that offer programs in some of the following: production, conservation, mechanics, recreation, resources and/or services. c. (LEA) Determine if sequential program offerings could be interfaced with other occupational areas or possibly other districts through a joint agreement.

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OCCUPATIONAL PROGRAMS

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
4. Although most secondary schools have some exceptional Industrial Oriented Occupational programs, it was observed that many have limited offerings and lack job-entry level career preparation.	4. Review and upgrade Industrial Oriented programs in light of student and community needs.	4. a. (LEA) Conduct surveys to determine community needs and desirable competencies of Industrial Oriented program graduates. b. (LEA) Utilize Illinois State Employment Service (ISES) statistics for better program identification and implementation and/or deletion. c. (LEA) Use advisory committee expertise in reviewing programs. d. (LEA) Utilize data and information from local follow-up studies of former graduates for possible restructuring of programs. e. (LEA) Offer occupational in-service training programs utilizing community resources, i. e. invite craftsmen in various occupational areas for workshop programs and provide opportunities for staff members to visit potential employing agencies. f. (U) Provide university students majoring in Industrial Oriented Occupations programs and not avocational industrial arts.
5. The Health Occupations programs are fairly well developed in many post-secondary institutions while it appears there are limited opportunities for students interested in Health Occupations at the secondary level.	5. Expand opportunities in Health Occupations at all levels as needed by students and community.	5. a. (LEA) Survey community resources, student interest, and manpower needs in Health Occupations. b. (DVTE & U) Develop innovative methods (procedures) for LEA's to incorporate Health Occupations courses and programs into their curricula; conduct workshops to disseminate this information and assist in its implementation. c. (DVTE) Initiate articulation meetings with secondary schools in college districts to assist LEA's in development of programs that relate to post-secondary programs offered, and provide proficiency testing to students that complete secondary programs and move into post-secondary programs.
6. On-site evaluations indicate that many Personal and Public Service high school curricula (usually offered through the Home Economics Department) continue to promote the development of useful skills for home and leisure time rather than development of skills necessary for careers.	6. Modify curriculum to emphasize skill development for gainful employment.	6. a. (LEA) Survey student interest and community needs for training in the Personal and Public Service Occupational area. b. (LEA) Establish operational advisory committees for this area.

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OCCUPATIONAL PROGRAMS

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		6. continued c. (LEA) Encourage all Personal and Public Service teachers to keep currently informed of job entry skills and performance level necessary to insure the success of students upon program completion. d. (LEA) Have teachers visit districts and area vocational centers which have innovative Personal and Public Service Occupational Programs. e. (DVTE & U) Coordinate workshops to familiarize Personal and Public Service teachers with curricula which will meet personnel needs in the human service and public service occupations. f. (DVTE) Re-examine the criteria for granting approval of home economics courses in One and Five Year Plan. g. (LEA) Study ways to include courses of interest to male students. h. (DVTE) Make known to all that the Personal and Public Service area is not the exclusive province or synonymous with Home Economics.
7. Most programs in Business, Marketing and Management Occupations offer students ample opportunity to develop occupational competencies and to prepare for a wide range of careers in this area.	7. Continue to maintain, upgrade, and expand as student and community demand dictates.	7. a. (LEA) Utilize advisory committee expertise to conduct periodic evaluation based upon program and course objectives. b. (LEA) Conduct periodic surveys of community employment opportunities. c. (LEA) Study ways to include courses of interest to male students.
8. Cooperative Occupational Programs are regarded as a very effective culminating activity by secondary and post-secondary institutions; however, evaluations indicate that many are not meeting student needs due to lack of organization and administration.	8. In order to receive DVTE funding, LEA's should justify in more detail the organization, administration and general plan of action to be used in carrying out quality Cooperative Occupational Education Programs that do in fact contribute to the students' education and employability.	8. a. (DVTE) The on-site evaluation process should include specific requests for information in reference to stated guidelines for Cooperative Occupational Education Programs. b. (DVTE) Cooperative teacher/coordinators who possess a deficiency in the recommended professional competencies should be required to make progress toward the removal of the deficiency.

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OCCUPATIONAL PROGRAMS

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		8. continued c. (U) Universities should offer and require sufficient academic preparation for potential coordinators of Cooperative Education Programs in their pre-service and graduate programs such as: Psychology or Human Relations, Business Administration, Safety, and Special Education courses which lead to an understanding of the limitations and liabilities of handicapped and disadvantaged students. d. (DVTE & U) Offer relevant workshops and seminars or other activities to aid experienced teacher-coordinators in keeping abreast of current trends in Cooperative Occupational Education Programs. e. (LEA) On-going evaluation by LEA's should focus on the operation of Cooperation Education Programs to insure that they are fully accountable. f. (LEA) Develop and implement a systematic procedure for selection and placement of cooperative education students that involves guidance personnel, academic as well as occupational teachers, administrators, students, and advisory committee members. g. (LEA) Provide cooperative occupational programs as capstone programs in all five occupational areas. h. (LEA) Involve students, employers, and teacher-coordinators in the development of training plans. i. (LEA) Make related classes relevant and related to the training station activities. j. (LEA) A more detailed explanation of the Cooperative Education Program offered should be included in the One and Five Year Plan, specifically delineating: 1. instructor's responsibility of coordination 2. employers responsibility 3. expected skills experience outcome of students 4. relevancy of related classroom to work situation 5. individual plan of action

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OCCUPATIONAL PROGRAMS

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
9. Generally, the learning needs of adults in the local communities are being met. However, there appears to be a lack of communication within the community regarding the availability of some courses and programs.	9. Improve communication between secondary and post-secondary institutions and the community they serve.	9. a. (LEA) Consider involving more community college and high school teachers in offering community service programs. b. (LEA) Encourage community college staff to identify emerging educational needs in the community that can be served by their college, i. e., industrial management and supervision programs with certificate and degree options. c. (LEA) Articulate community college and secondary level adult education programs to avoid duplication of effort. d. (LEA, ICCB) Seek new channels of communication between the community served and educational agencies both for the purpose of assessing need and reaching the individuals who would be best served through adult classes and programs. e. (LEA) Hold periodic meetings among representatives of educational agencies and community cross-section representatives to assist in executing suggested solution d.
10. Some secondary institutions offer adult education programs. However, most programs have been transferred to post-secondary institutions.	10. Secondary and post-secondary institutions should support, encourage and provide adult education programs and study ways of coordinating them within a college district or some other geographic area.	10. a. (LEA) Secondary and post-secondary institutions should make joint efforts through the use of advisory committees and business and industrial surveys, etc. to determine special occupational programs needs of the adults in the district. Where needs exist, courses should be offered either through the post-secondary institution or the high school. b. (LEA) Secondary institutions should continue to provide facilities for adult education programs regardless of who administers them inasmuch as many adults prefer not to travel the sometimes long distances to the community college site. c. (DVTE, OSPI, ICCB, LEA) Develop a recommended plan of action for adult education programs statewide. d. (LEA) Post-secondary institutions should provide non-credit as well as credit courses for adults who are not interested in taking courses for credit purposes.

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OCCUPATIONAL PROGRAMS

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
11. Evaluation reports indicated that most occupational courses in secondary institutions are sequentially structured. However, there is a need for local districts to examine the occupational sequences and prerequisites in that there appears to be emphasis upon individual courses rather than career-based occupational programs.	11. Continue to structure sequential programs based on current data relative to student and manpower needs.	11. a. (LEA) Articulation among administration, guidance, and instructional staff should be established to insure that occupational sequences are followed by students. b. (DVTE) Continue to require all LEA's to list occupational programs in sequential order in the One and Five Year Plan. c. (LEA) Utilize materials available from ICCP. d. (LEA) Utilize advisory committee and follow-up studies to determine effectiveness of programs. e. (U) Teacher training institutions, in cooperation with LEA's, should develop an in-service program for guidance staff. f. (LEA) Survey employers to ascertain how well occupational programs are preparing students for successful entry into an occupation. g. (DVTE) Continue to encourage the use of one, three and five year follow-up study at the local level as a means of ascertaining relevancy of specific occupational programs to student and manpower needs. h. (DVTE) Provide up-to-date models on sequentially structured programs showing the diversity of approaches.
12. Evidence indicates that occupational courses are sequentially structured in post-secondary institutions; however, in some instances theory seemed to overburden students prior to basic skill level courses with a resultant loss of students to the program.	12. Post-secondary institutions should periodically review the sequential structure of occupational courses in light of student needs and interest.	12. a. (LEA) Provide flexibility in course selection by students to meet their immediate needs, such as courses developed on a competency base rather than a time-line base. b. (LEA) Structure courses so that theory and practice parallel. c. (LEA) Utilize local evaluation procedures to update programs, including input from students, graduates, and employers.

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OCCUPATIONAL PROGRAMS

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
13. There is an apparent lack of coordination of occupational programs within and between some departments in most LEA's.	13. Efforts should be made to promote interaction among all occupational faculty members.	13. a. (LEA) Involve all occupational faculty members and guidance personnel in the development of occupational eudcation program objectives. b. (LEA) Conduct in-service workshops for all occupational faculty members, guidance personnel, and administrators. c. (LEA) Encourage staff members (through released time and reimbursement) to attend available university, DVTE, and other types of in-service training sessions and workshops. d. (LEA) Delegate to entire occupational staff the responsibility for writing and locally approving the One and Five Year Plan. e. (LEA) Make the local director responsible for coordinating the planning effort.
14. Although some K-8 occupational information programs have been initiated, observation and review of One and Five Year Plans indicated that few formal career awareness and exploration programs have been implemented in the LEA's evaluated by DVTE during 1973-74.	14. Formal elementary career awareness and exploration programs should be provided to all students at the K-8 levels and integrated into district total K-12 occupational programs.	14. a. (LEA) Explore the educational advantages to students from offering a K-8 career awareness and exploration program and weigh this against the identified difficulties in offering such a program. b. (LEA) Review occupational information programs developed by universities, for example, Occupac, Dr. Peterson, EIU; Project ABLE, Dr. Wernick, NIU; and Career Education for Children, Dr. Bailey, SIU. c. (DVTE) Continue efforts to develop curricula at the K-8 level and sponsor demonstration centers and in-service workshops for interested administrators and K-8 teachers. d. (LEA) Involve K-8 teachers and building principals in the writing of objectives. e. (LEA) Hold grade level or department level (i.e., primary, or intermediate, or junior high level, etc.) meetings for the following purposes: 1. sharing effective experiences and teaching techniques 2. building elements of units and speaker's bureau, etc. 3. unifying career information instruction in the district 4. identifying community opportunities, until the local program is coordinated and developed.

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OCCUPATIONAL PROGRAMS

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		14. continued f. (DVTE) Identify exemplary programs for funded demonstration centers. g. (U) Conduct workshops for elementary teachers and administrators on the development of K-8 career awareness and exploration programs. h. (DVTE) Revise the guidelines and format for the preparation of the Local District One and Five Year Plan so that the administrative responsibility for the K-8 occupational information program is specifically outlined for unit and dual districts. i. (LEA) Designate an individual to coordinate the development and implementation of a K-8 career awareness and exploration program. j. (LEA) Contact other LEA's that have successful K-8 programs to gain more insight into the development of the K-8 program locally.
15. Evidence indicates that there is a need for greater articulation and coordination of occupational programs at all levels (including elementary-secondary, area vocational and post-secondary institutions).	15. Increase and improve efforts to maximize the articulation and coordination of occupational programs.	15. a. (LEA) Hold regular meetings of all occupational education personnel to foster mutual understanding of goals and objectives and to increase joint activities among staff. Instructors, administrators, and guidance personnel at all levels should become familiar with programs at educational levels other than their own. b. (LEA) Utilize institute days and in-service days for articulation purposes. c. (OSPI) Superintendent of Education Service Region should initiate articulation meetings between elementary, secondary, and post-secondary institutions and support these meetings on a regular basis. d. (DVTE) Continue to sponsor workshops to familiarize local personnel with the career ladder concept. f. (LEA) Develop and implement a systematic procedure for selection and placement of cooperative education students that involves guidance personnel, academic as well as occupational teachers, administrator, students, and advisory committee members. g. (LEA) Provide cooperative occupational programs as capstone programs in all five occupational areas.

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OCCUPATIONAL PROGRAMS

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
16. Evidence indicates that most districts need to establish a formal mechanism for the addition, deletion, expansion, and modification of occupational programs as previously noted in the 1972-73 composite evaluation report.	16. Develop those formal mechanisms needed by LEA's for the addition, deletion, expansion, and/or modification of occupational programs.	16. a. (LEA) Utilize advisory committees, community surveys, DVTE consultants, employers, and teaching staff to continually identify, develop, implement, review and evaluate new or current program offerings. b. (DVTE, U) Provide opportunities for in-service training pertaining to development of relevant occupational programs, i. e., IOCP workshops.
17. Increasing numbers of secondary LEA's are allowing students to take more than four subjects in an effort to provide back-up occupational skills for all students.	17. LEA's should encourage and permit any student the option of taking occupational courses.	17. a. (LEA) Provide time and necessary staff to meet the occupational needs of all students. b. (LEA) Utilize guidance and testing services to identify students' occupational interests, aptitudes, and abilities.
18. Work Experience Cooperative Education Programs (WECEP, special contract, 14-15 year-old) are being offered in a limited number of LEA's.	18. LEA's should assess needs of potential school leavers and delinquents.	18. a. (LEA) Contact DVTE Special Programs Unit, Cooperative Education Consultant and seek assistance in the development and implementation of WECEP programs. b. (LEA) Use input of attendance officers to determine which students might benefit from a WECEP program. c. (LEA) Continually assess interests, aptitudes, and abilities of all students.
19. It was observed that areas other than special job skills and knowledge need emphasis, i. e., human relations, health and safety.	19. Plan to instill human relations training for work situations in all programs, ensuring that acquisition of occupational skills and knowledge are neither over nor under emphasized and include safety instruction in all programs and continue to offer specialized experiences regarding Occupational Safety and Health Act (OSHA) for varieties of employed persons.	19. a. (LEA) Insure that students understand and can relate appropriately to the variety of human relations situations they will encounter during apprenticeships and permanent work responsibilities. b. (LEA) Continue to utilize data and course materials from government agencies in charge of the OSHA to assure that offerings meet compliance requirements. c. (DVTE, U) Provide opportunities for teacher in-service training programs in human relations and safety education. d. (U) Universities should include human relations and safety education in the pre-service preparation of occupational teachers.

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OCCUPATIONAL PROGRAMS

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
20. Many fine opportunities exist for community college students to receive instruction at times that are compatible with their existing work schedules. However, there is some evidence to suggest a need for expanding the college's delivery system for instruction.	20. Determine post-secondary student needs with respect to occupational program availability and seek to expand the delivery system in ways to meet those needs.	20. a. (LEA) Conduct a student and community survey to determine the extent of this problem in all occupational programs. b. (LEA) Consider developing patterns of instruction for students whose needs for instruction cannot be fully met with the present scheduling pattern including: individual multiple entry mini-courses, competency based programmed instruction available from 8 a.m. to 10 p.m. in a learning resource center, flexible scheduling, and/or correspondence courses.
21. Most secondary institution ninth and tenth grade orientation courses do not adequately provide all students with information necessary for wise career choices in the five occupational areas.	21. Insure that ninth and tenth grade students have access to career information in all five occupational areas.	21. a. (LEA) Involve team teaching and other cooperative efforts in order to provide information related to all occupational programs to ninth and tenth grade students in all five occupational areas. b. (LEA) Utilize outside speakers, and resources to assist in the total orientation program. c. (DVTE) Identify exemplary programs and fund them as demonstration centers. d. (LEA) Provide guidance and counseling for the purpose of assisting students in selecting an occupational specialty for 11th and 12th grade levels with the following options: intensive occupational preparation or preparation and orientation for post-secondary occupational programs.
22. Results of student information are seldom available for use in decision making. Example Student Preliminary Evaluation Instrument data that could be of value is as follows: 1. 62% of the students consider their instructor's knowledge of the world of work to be high and 34% consider it to be average. 2. 48% of the students consider their courses to be related to their chosen career goal and 36% consider them to be somewhat related. 3. 51% of the students rated occupational programs high in terms of preparation for an occupation and 44% rated their programs average.	22. Each local district should survey their occupational students on an annual basis to obtain this type of information and data relative to their occupational program.	22. a. (LEA) Design a formal questionnaire to be given to students for the purpose of obtaining this type of information. b. (DVTE) Continue to encourage the use of one, three, and five year follow-up study at the local level. c. (LEA) Identify the reasons for reactions to Preliminary Evaluation Instrument (PEI) questionnaires and utilize this information to further growth and development of their occupational programs.

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OCCUPATIONAL PROGRAMS

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
22. continued 4. 84% would recommend their occupational program to a friend. 5. 68% found their "preferred occupational program" to be available.		
23. According to students' Preliminary Evaluation Instrument questionnaires, 69% indicated that it was possible to change programs if they wanted. However, 31% indicated schedule rigidity made program change difficult.	23. Encourage all institutions with rigid scheduling to seek means to improve this situation.	23. (LEA) Solicit the assistance of students, parents, guidance personnel, teachers, and administrators to develop written rationale for justifying scheduling flexibility.
24. Some LEA's are not meeting the minimum of 250 minutes per week of instruction for occupational programs.	24. If continued approval of their program is desired, minimum standards outlined in DVTE Bulletin 4 should be met.	24. a. (LEA) Schedule all occupational courses to meet for a minimum of 250 minutes per week. b. (DVTE) Examine current procedures for funding programs meeting less than 250 minutes per week. c. (DVTE) Require LEA's to submit class schedules with semi-annual reimbursement claims.
25. Little evidence was presented by the LEA's evaluated to indicate that students were employable by the time they terminate their formal education.	25. Work to insure that a majority of program leavers are employable at the time they leave their chosen occupational program.	25. a. (LEA) Articulate occupational programs closely with industry to enhance the probability that students will be employable when leaving the program. b. (LEA) Conduct comprehensive follow-up on program leavers so as to quickly identify potential problems and to improve upon program quality. c. (LEA) Involve representatives of business and industry as well as students in advisory committee work so as to maintain a two-way communications channel alert to changes in program needs.

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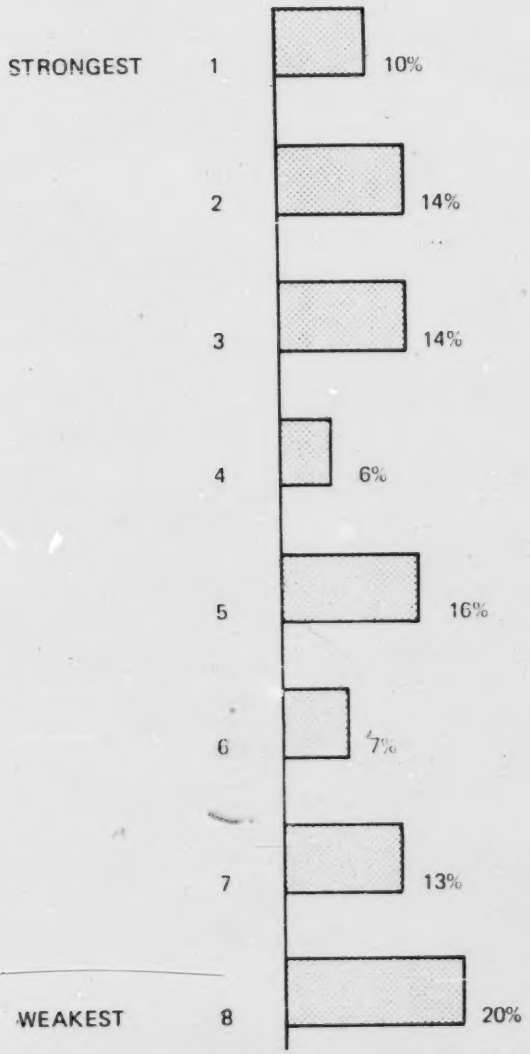
ADMINISTRATIVE ORGANIZATION



MEAN RANK 4.7

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEAs. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

ADMINISTRATIVE ORGANIZATION

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. Evidence from past evaluations indicates that the responsibility and accountability for occupational education has been included in the administrative structure of more LEA's than ever before. 2. Although the area of concern of administrative organization has improved in LEA's visited during FY 74, it was more often than not found to be an area of concern needing early or immediate attention to provide the leadership and direction to facilitate accomplishing other recommendations for program improvements.		
3. In approximately sixty percent of the LEA's which were evaluated during 1973-74, the administrative structures were significantly different than depicted in the Local District One and Five Year Plans for Occupational Education.	3. Administrative organizations should be designed and depicted with students and instructional functions as their primary consideration with staff and traditional subject matter alignments as secondary consideration.	3. a. (DVTE) Define alternate "ideal" structures for various kinds and sizes of LEA's, using National Association of Secondary School Principals and Superintendents guidelines and other standard references regarding functional organization. b. (U) Train administrators for three or more levels regarding organization structure, formal and informal communications, linkages between line and staff units, profitability accounting, and the like, with emphasis upon service-to-clientele as contrasted to subject-matter orientation. c. (LEA) Design organizational structures with major functions, e. g., college or university preparation, short term employability, and student services at equal levels in every respect. d. (LEA) Place emphasis on the dominant life goals and career patterns of immediate past and future levels rather than upon the minority career pattern of employment only after university graduation. e. (LEA) Place local director or dean of occupational or career education above or on a par with the highest ranking "academic" or curriculum officer and answerable to the chief administrative officer. f. (LEA) Design organization structure with definite line and staff relationships.

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ADMINISTRATIVE ORGANIZATION

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
4. Although there have been marked improvements in many LEA's during the past three years, Preliminary Evaluation Instrument information and on-site interviews indicate that in more than half of the institutions visited, working relationships between guidance services, academic, and occupational education units continues to need improvement.	4. Utilize various information sharing techniques and participatory management to foster closer understanding and working relationships.	4. a. (DVTE) Require descriptions of linkages with guidance services and academic units in the One and Five Year Plans. b. (DVTE) Support special and long-range training programs for board members, total program advisory committee members, administrators, academic program heads, and guidance personnel re: the characteristics of occupational education clientele, programs and services. c. (U) Conduct short-term experiences for the above named. d. (U) Incorporate "Principles of Occupational Education" in the pre-service preparation of all teachers and other student-contact personnel. e. (LEA) Provide released time and/or dollar support for above named to avail themselves of opportunities to learn about occupational education and student services. f. (LEA) Involve all occupational education personnel in one and five year planning. (See Occupational Programs.) g. (LEA) Conduct in-service experiences with institution student services, academic, and occupational education professionals about each other's roles in the organization. h. (LEA) Involve key academic and student services personnel in respective aspects of one and five year planning. i. (LEA) Involve all occupational education and student services personnel in the conduct of placement services for short-term and long-term employment and/or study at higher levels and in follow-up activities.
5. As would be expected, the effectiveness of communication channels is closely correlated with the formal organizational structure. The fact that this does not occur in all institutions is a "real" concern with LEA personnel.	5. Provide for regular flow of information along formal organization lines.	5. a. (LEA) Involve instructors, individual program leaders, occupational area leaders, and local director or dean in planning, budgeting, conduct, control, evaluation, and other functions of instructional/learning and student services programs. b. (LEA) See above suggested solutions which involve combined efforts of two or more kinds of personnel.

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ADMINISTRATIVE ORGANIZATION

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
6. According to Preliminary Evaluation Instrument, less than twenty percent of LEA's have written job descriptions for local directors or deans and far fewer have job descriptions for other student-contact personnel.	6. Job descriptions should be formulated in competency/behavior terms for all manner of occupational education and student services personnel.	6. a. (U) Incorporate experiences regarding typical job competencies in pre-service and in-service preparation of all education professionals. b. (DVTE) Provide sample "ideal" job descriptions for the above named, according to LEA type and size. c. (LEA) Review available literature, e. g., DVTE funded project reports, regarding competency based job descriptions. d. (LEA) Write job descriptions, using participatory management and providing for periodic review and revision.
7. During the on-site visitations where administrators such as building principals serve as local directors, typically there is less than adequate effort to utilize local resources for program growth and development.	7. Continue promotion of advisory committee efforts to end of utilizing community resources in substantive aspects of programs.	7. a. (DVTE) Continue insistence upon advisory committees and distribution of bulletins and other materials pertaining to their utilization. b. (LEA) Continue development of variety of cooperative education, externships, extended laboratory, and "classrooms in the factory" experiences. c. (LEA) Develop plans (with time line) for utilizing community materials in learning and student services programs. d. (LEA) Assure that local director or dean has time and dollar resources to plan and foster resource utilization.
8. The public relations effort for occupational education, although exceptional in some locales, could generally be improved throughout the state.	8. Develop a multifaceted multilevel public relations program for occupational education.	8. a. (DVTE) Initiate a Statewide public relations effort via mass media and materials for use of LEA's in public relations programs. If possible, utilize OSPI video tape facilities. b. (U) Incorporate public relations competencies in pre-service and in-service programs. c. (LEA) Move public relations messages along communications networks (see above) to the media and other outlets. d. (LEA) Use project fairs and contests, awards banquets, ceremonies and other techniques to spotlight achievement in occupational education programs.

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ADMINISTRATIVE ORGANIZATION

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		8. continued e. (LEA) Establish scholarships, etc., for occupational students, publicizing same. f. (LEA) Enlist help of trade unions and other employee groups in public relations efforts. g. (LEA) Enlist help of local, regional, and state professional organizations in public relations efforts, e. g., Industrial Education Roundtable, IVATA, IBEA.
9. In most LEA's, Preliminary Evaluation Instrument information and interviews indicate strong governing board support for occupational education.	9. Familiarize governing board members regarding occupational education functions successes, needs, etc.	9. a. (DVTE) Provide information packages and fund workshops for governing board members. b. (U) Foster attendance of governing board members in workshops re: "Principles of Occupational Education." c. (LEA) Apprise governing board members regularly about occupational education program functions, needs, trends, etc. via reports and presentations at board meetings. d. (LEA) Route planning and evaluation information via instructors, program heads, the director or dean, and the chief administrative officer to the board for review/action.
10. Linkages between occupational programs in secondary schools and occupational exploratory programs in junior high schools or middle schools and the occupational awareness programs in elementary schools are usually found to be weak.	10. Articulate K-adult occupational education programs.	10. a. (DVTE) Continue insistence upon articulated K-adult programming. b. (U) Incorporate principles of same in pre-service and in-service programs. c. (LEA) Establish more working relationships, especially regarding program planning at all levels, K-adult. d. (LEA) Foster formation of unit school districts. e. (LEA) Assign specific responsibility for K-8 occupational information program development and implementation. f. (DVTE, U, & LEA) Continue cooperation on funding, professional development, and curriculum development for K-8 career development/career education programs.

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ADMINISTRATIVE ORGANIZATION

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
11. Responsibility for occupational education curriculum, facilities planning and management, budget, staff evaluation, and program evaluation was found to be clearly defined in only a few LEA's.	11. Assign responsibility to the occupational education director or dean.	11. a. (DVTE & LEA) Facilitate the appointment of a full-time local administrator in large districts and a clearly identified part-time director with competence and experience in occupational education in small LEA's. b. (LEA) Incorporate statements regarding these functions in job descriptions of director/dean, program heads, instructors, and other student-contact personnel.
12. Occupational directors and deans should have better defined plans for staff in-service development.	12. Develop such plans in writing.	12. a. (LEA) Utilize participatory management for developing schedules for individual and group experiences. b. (LEA) Foster participation in major activities, e.g. viable university courses and minor experiences, e. g., attendance at a trade show. c. (LEA) Encourage work in the respective occupation for occupational personnel and in enterprises outside of education for <u>all</u> other student-contact personnel. d. (LEA) Insist upon participation of director/dean and other key occupational personnel in DVTE subregional conferences, workshops, on-site evaluation teams, etc. e. (LEA) Utilize DVTE and university personnel to assist in developing staff in-service plans.
13. Administrative responsibility for occupational education in state agencies is generally not clearly defined.	13. Establish administrative authority with corresponding responsibilities.	13. a. (DVTE) DVTE, in consortium with other agencies, could provide model organizational structures and job descriptions. b. (LEA) Encourage and facilitate occupational education personnel's attendance at workshops, related courses, etc.

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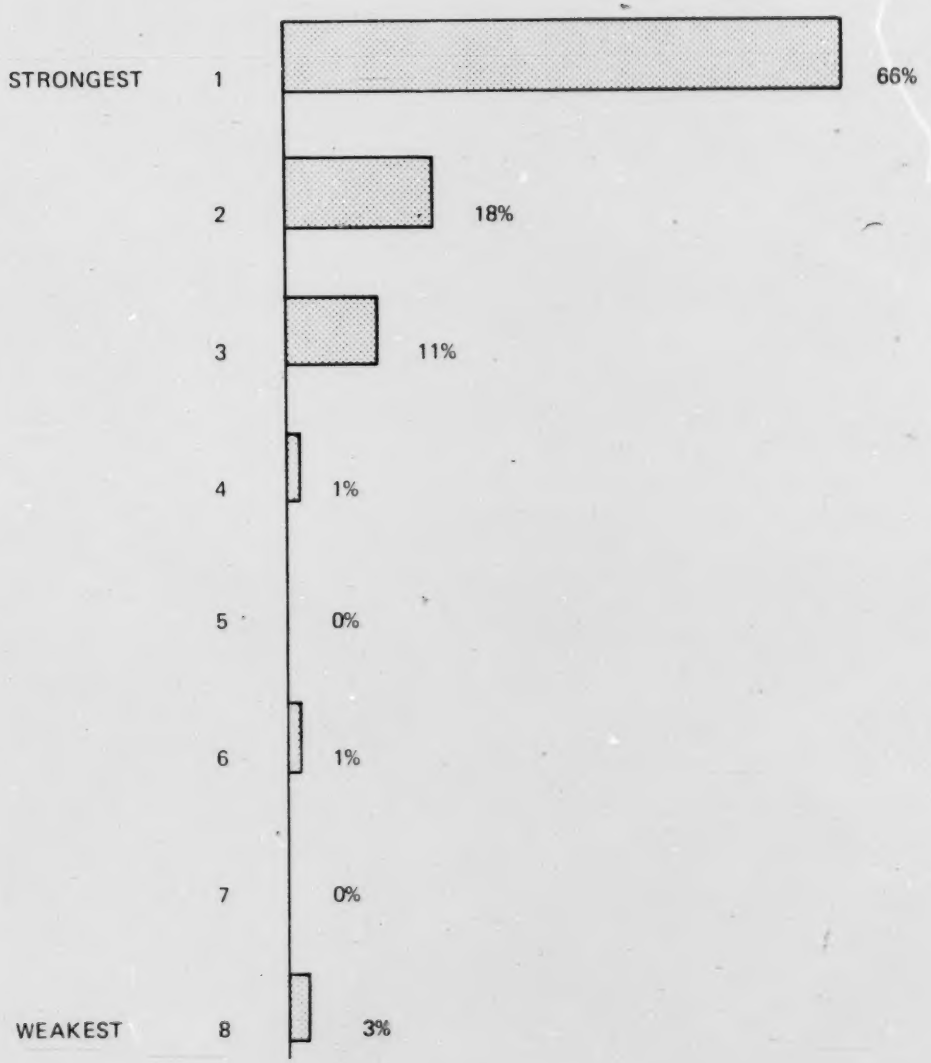
PERSONNEL



MEAN RANK 1.7

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEAs. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

personnel

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. FY 74 evaluation reports and personal experiences by Team Leaders indicate that most local education agency personnel (administrative, academic, and occupational) view occupational programs as essential components of their educational program.	1. Emphasis must be placed on moving occupational education to a core position in the curricula of all local education agencies.	1. a. (DVTE) Increased emphasis should be placed on articulating K-14 career education activities. b. (DVTE & OSPI) Close working relationships should be developed between DVTE and OSPI. c. (OSPI) Require LEA's to coordinate A 160 plans with occupational education One and Five Year Plans. d. (U) Occupational teacher training programs should seek close working relationships with Elementary, Secondary, and Higher Education departments. Emphasis should be placed on developing common occupational core curricula.
2. Preliminary evaluation data collected during FY 74 indicates that 72% of the occupational education personnel have been involved in formal workshops or in professional courses within the past two years.	2. This type of involvement should be continued and expanded.	2. a. (DVTE) The Research and Development Unit and the Professional and Curriculum Development Unit should conduct a survey to determine occupational personnel in-service education needs. b. (DVTE) Continue to fund short-term workshops throughout the state for local education agency personnel. Programs in cooperative education, program administration, planning and evaluation, innovative methods and curricula, and other professional activities should be considered. c. (U) Concern for such professional education activities should be reflected in increased evening programs, short-term workshops, and summer courses. d. (OSPI) An increased leadership role is needed in the development of in-service activities for occupational education professionals. e. (LEA) Occupational education personnel should be encouraged to participate in various formal workshops or professional courses.
3. A summary of preliminary evaluation data indicates that only 9% of occupational personnel surveyed have had no work experience outside of education. None - 9% Less than 1 yr.- 4% 1-4 years -41% 5-8 years -21% 9-12 years - 8% more than 12 yrs. - 14%	3. Work experience outside of education should be emphasized. Stress should be placed on recent experience as well as total length of time in occupational specialization.	3. a. (LEA) Appropriate work experience must be considered in developing salary schedules and incentive systems with local governing board suggesting salary schedule adjustments. b. (DVTE) As stated in the FY 73 report, realistic work experience requirements should be studied and analyzed for each occupational area.

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personnel

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		3. continued c. (OSPI) Teacher certification requirements for occupational education personnel must include broader flexibility with regard to work experience. d. (U) Credit for past work experience should be made available to pre-service occupational education personnel in their areas of specialization.
4. In the composite of FY 74 evaluation reports and through team leader observation, it was indicated that only a few LEA's have a formalized system to provide occupational staff the opportunity to keep updated on technological changes in their field of specialization.	4. Opportunities should be made available to occupational education personnel for formal participation in activities designed to update technological specializations.	4. a. (LEA) Consideration should be given to the development of pay increment systems for technological training such as those now existing for university credit. Occupational education personnel should be rewarded financially for updating their technological skills as they are now rewarded for advanced teaching skill development. b. (DVTE) Minimum requirements should be established regarding technological skill maintenance similar to those existing for college and university course work. c. (DVTE) Continue to offer workshop activities related to specific competencies in technical areas. Concern should be directed toward new technology and procedures as well as new and emerging occupational areas. d. (U) In-service activities should include technical training programs as well as management and teaching methods.
5. A composite of FY 74 evaluation report information and statistical data collected via the Preliminary Evaluation Instruments indicate improved working relationships between the local education agency personnel and the local business and industrial community.	5. Increased emphasis should be placed on improved working relationships among the local education agency personnel, the local business and industrial community, and government agencies.	5. a. (DVTE) Guidelines for local education agency personnel should be prepared and distributed. They should indicate additional (other than just traditional advisory committee) procedures for involving community business and industrial agencies in occupational programs. b. (LEA) Actively involve local business and industrial firms in related occupational programs. Carefully publicize this involvement. c. (U) Increase emphasis on developing competencies related to the aforementioned involvement in curriculum building, classroom management, and methods courses for pre-service and in-service occupational instructional personnel.

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personnel

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		5. continued d. (LEA) Devote teacher workshop time to the development of community business and industrial agency cooperation in occupational program offerings. e. (DVTE) Sponsor in-service workshops designed to assist instructional personnel in developing sound employer relations.
6. A composite of preliminary evaluation data collected from schools participating in the FY 74 evaluations indicates that 84% of occupational educators viewed their working relationship with non-occupational instructional staff as average or high.	6. There has been a definite trend over the past three years toward better working relationships between occupational and non-occupational personnel. This should continue.	6. a. (LEA) Teacher workshops should include cooperative ventures to be conducted by occupational and non-occupational education personnel. b. (LEA) Increase emphasis on articulated K-14 career programs to improve working relationships. c. (DVTE & OSPI) Continue state level cooperation (such as joint evaluation visitations) to serve as incentive to LEA personnel to work cooperatively to better serve student needs. d. (U) Initiate joint activities, curriculum seminars, etc. to encourage occupational and non-occupational pre-service teachers to work cooperatively.
7. Administrative, instructional and ancillary personnel involvement in youth groups has not significantly improved during FY 74. Local education agency data indicate a lack of student interest in current youth organization activities.	7. Occupational personnel should be encouraged to support youth organizations through sponsorships.	7. a. (LEA) Local agencies must encourage instructional personnel to become actively involved in the sponsorship of professional related youth organizations. b. (Youth Organizations) Drastic changes in organizational objectives and direction must be considered if these organizations are to be responsive to the needs of occupational education students in the 70's. c. (Occupational Students) Early responsibility and commitment to organizations in occupationally related areas is paramount to total occupational training and job procurement. A commitment to occupational preparation includes involvement in youth organizations. d. (U) Part of pre-service and in-service training involves competency development in the area of sponsorship and involvement in occupationally related youth activities. These organizational activities should be taught as integrated parts of various curriculum areas. e. (DVTE) Continue support for development of youth groups.

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PERSONNEL

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
8. A composite of the Preliminary Evaluation data collected during FY 74 indicates that 76% of occupational education personnel hold membership in one or more professional organizations.	8. Emphasis should be placed on increasing membership and involvement by occupational education personnel in professional organizations at the state and national level.	8. a. (LEA) Administrative personnel should encourage occupational instructors to seek membership and become involved in professional organizations such as AVA, IVA, and related affiliates. b. (Professional Organizations & DVTE) Develop and disseminate a publication describing state and national professional organizations for instructional personnel. 1) Include full identity, dues, functions, address, etc. 2) Organize a DVTE publication on Vocational Youth Organizations. c. (U) In pre-service programs for teacher education, university personnel should stress the importance of membership and involvement in professional organizations. d. (Professional Organizations) These organizations should strive to assure maximum cohesiveness and ability to meet the needs of instructional, research, and management personnel in occupational education.
9. Occupational education personnel in evaluated LEA's exhibit considerable formal preparation; of the 1980 educators who were polled, professional preparation was reported as follows: Nondegree - 5% Baccalaureate - 38% Masters - 49% Advanced Certificate - 5% Doctorate - 3%		
10. FY 74 evaluation data indicate a trend toward greater involvement by occupational education personnel in non-school community activities.	10. This trend should be encouraged and facilitated.	10. a. (LEA) Orient community organizations to trends in occupational education by offering presentations to local church, school parent groups, civic, fraternal and military programs. Involve staff and students. b. (LEA) Reward community service work by personnel. c. (U) Provide public relations training in pre-service courses.

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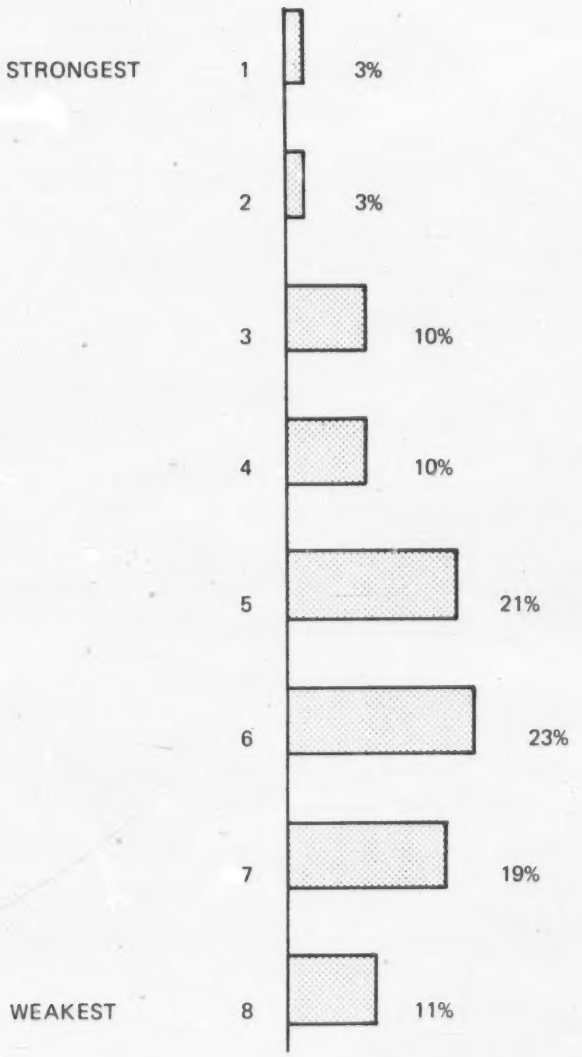
OBJECTIVES



MEAN RANK 5.4

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEAs. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

OBJECTIVES

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. In many institutions, instructional staff and administration have made a commendable effort in the writing of measurable objectives.		
2. A large portion of occupational faculty state that measurable objectives exist for the total program, individual programs, and specific courses. However, according to the Team Leader Questionnaire and evaluation reports, many of these objectives could be improved.	2. Increase effort to develop and refine measurable objectives.	2. a. (LEA, DVTE, OSPI, U) Unify the criteria for determining measurable objectives as per DVTE publications on measurable objectives. b. (LEA) Develop objectives utilizing materials available from DVTE. c. (U) Expand opportunities for occupational education graduates to become competent in writing measurable objectives. d. (DVTE) Expand efforts to provide in-service programs for occupational personnel in developing measurable objectives.
3. State agencies (corrections, mental health, etc.), in particular, appear to be having difficulty in developing measurable objectives.	3. Provide additional resources and instruction for personnel in state agencies to aid in the development of objectives.	3. a. (DVTE) Develop special in-service activities for state agency personnel. b. (State Agencies) Conduct in-service workshops for staff using DVTE materials and consultative staff.
4. Unclear or fragmented relationships exist among total program, individual program, and course objectives in many LEA's.	4. Total program, individual program, and course objectives should be articulated.	4. a. (LEA) Involve all occupational staff in writing objectives at all levels. b. (LEA) Follow a procedure of objective development beginning with total program and expanding to individual course level. c. (U) In pre-service and in-service teacher education programs, stress the interrelatedness of instructional objectives at the course level and program objectives.
5. Individual program and course objectives are presently being reviewed on a limited basis. In only a few instances are there coordinated systems for assessing and modifying objectives.	5. Review objectives for possible revision regularly.	5. a. (LEA) Develop systems for review of program objectives which would fit into the regular local evaluation system. Guidance personnel, advisory committees, students, and occupational administrators and teachers should be involved in this effort. b. (DVTE) Develop guidelines and approaches for LEA's to follow in setting up a local objective revision system.

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OBJECTIVES

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
6. Approximately two-thirds of the occupational education faculty are knowledgeable of total program objectives.		
7. In many cases, team members could not determine who was involved in writing the total program objectives. Evidence indicating a joint effort on the part of the administration, guidance personnel, advisory committees, and students was lacking.	7. Total program objectives as stated in the Local Plan should be developed as a result of a combined effort of all groups concerned with the occupational education program.	7. a. (LEA) Utilize information from all available internal and external resources for developing total program objectives. b. (LEA) Involve as many groups as possible with program objective writing. The local administrator in charge of the Local Plan should coordinate the group effort and provide leadership rather than taking it upon himself to write the total occupational program objectives. c. (LEA) Attend demonstration centers, sub-regional meetings, and other LEA's to gain information on successful total program objective development.
8. Program management objectives are not fully utilized in many of the occupational programs.	8. Develop and implement a management-by-objectives program.	8. a. (U) Insure that graduates of teacher education programs be skilled in writing program management objectives as well as student performance objectives. b. (DVTE & U) Conduct workshops for administrators and staff of occupational education programs in management-by-objectives techniques.

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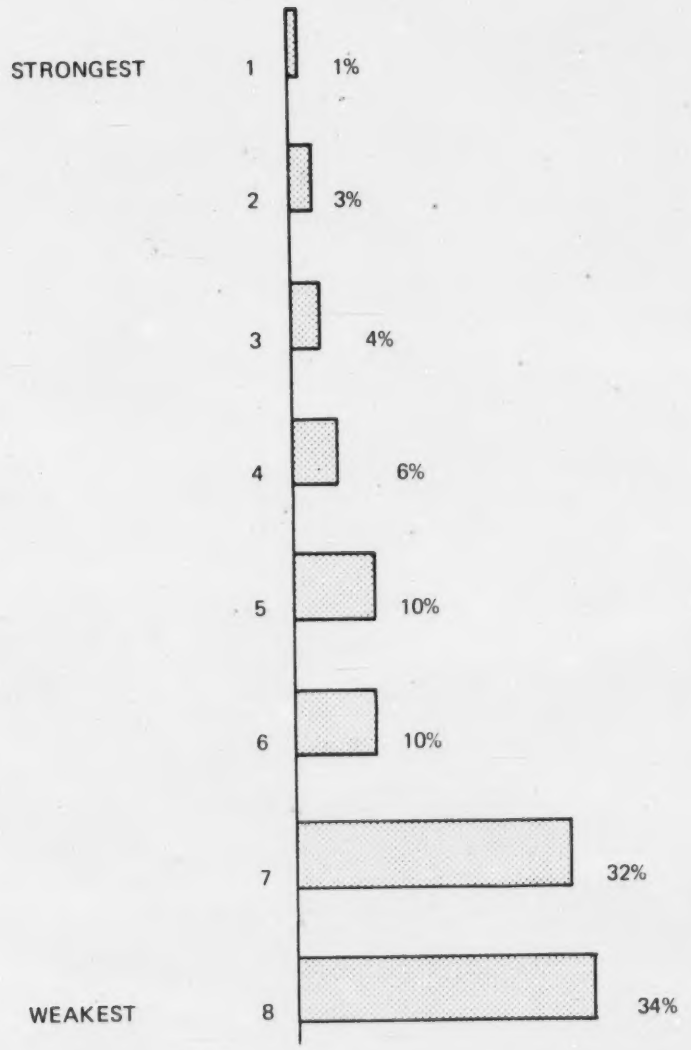
EVALUATION



MEAN RANK 6.5

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEAs. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

Evaluation

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1 Analysis of the Team Leader Questionnaire reveals that 13% of local education agencies are involved in formal evaluation of their occupational programs.	1. Although locally-directed evaluation of occupational programs is in need of further development, both LEA's and DVTE should be commended for their continually increasing interest in and resources expended toward developing measurable objectives and locally-directed evaluation activities to assess achievement of those objectives.	1. a. (DVTE, LEA, U) Continue and where possible increase pre- and in-service efforts to upgrade occupational teachers' and administrators' competencies in developing measurable objectives. b. (DVTE, U) Continue to encourage LEA's to utilize attainment of program management and student performance objectives as the basis for locally-directed evaluation of their total occupational program.
2. Content analysis of the reports prepared for the seventy-two DVTE evaluations conducted during FY 74 revealed that 33% of LEA's were credited with utilizing some informal approaches to evaluation of their occupational programs.	2. Informal efforts directed toward self-evaluation should be encouraged and continued, at least until formal programs of locally-directed evaluation can be developed and implemented. However, each LEA should develop and implement a formal locally-directed evaluation of its occupational programs.	2. a. (LEA) Formulate and charge local individual and/or task group to develop and recommend to the local district a comprehensive locally-directed program for periodically evaluating the total occupational program. b. (LEA) Utilize measurable program and program management objectives as the basis for locally-directed evaluation of the total occupational program. c. (LEA) Personnel responsible for developing the locally-directed evaluation activities should secure input from the following local sources: occupational teachers, administrators, and ancillary personnel, advisory committee members, employers, students and occupational program graduates. d. (LEA) Personnel responsible for developing the locally-directed evaluation activities should secure input from the following external sources: DVTE consultant staff, university personnel, and/or other knowledgeable consultants. e. (LEA) Personnel responsible for developing the locally-directed evaluation activities should secure and review Manual Four of the IOCP materials on evaluating career preparation programs for assistance in developing locally-directed evaluation activities. f. (DVTE) Conduct statewide workshops designed to disseminate DVTE developed materials for upgrading locally-directed evaluation of occupational programs. g. (LEA) Selected district representatives should attend DVTE sponsored workshop on the development and implementation of locally-directed systems for evaluating occupational programs.

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EVALUATION

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		2. continued h. (LEA, DVTE) Include in the Local District One and Five Year Plan a complete outline of the locally-directed evaluation activities to be utilized by the district including a timetable for implementing each activity.
3. School and Community Data information indicate that 87% of the schools had a formal follow-up program. However, very little formal or informal evaluative information was solicited or received from other important sources of such information i. e., advisory committee members, employers, and current students.	3. Where needed, LEA's should implement periodic follow-up studies or upgrade present follow-up procedures as well as obtain on a formal basis evaluative data and information from other pertinent sources.	3. a. (LEA) Locally-directed evaluation programs for periodically evaluating the total occupational program should utilize a data and information base that would include at least the following sources: 1. occupational teachers 2. administrative personnel 3. guidance personnel 4. advisory committee members 5. current and former occupational students (including dropouts) 6. non-occupational teachers 7. employers of occupational students b. (LEA) Locally-directed evaluation programs for periodically evaluating the total occupational program should utilize the following types of evaluative procedures and techniques: 1. Follow-up studies of graduates of occupational programs as well as dropouts 2. Student evaluation of occupational courses 3. Occupational teacher evaluation by administration 4. Surveys and interviews of advisory committee members regarding the relevancy and effectiveness of the occupational program 5. Employer rating of occupational program graduates 6. Surveys and interviews with occupational teachers, administrators, and guidance personnel regarding occupational program articulation within the total district educational program. c. (LEA, DVTE, U) Provide pre- and in-service training for occupational teachers, administrators, and guidance personnel in the use of evaluation techniques and procedures that are applicable to locally-directed evaluation of occupational programs, i. e., structured interviews (in person and telephone), questionnaires, and rating scales.

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EVALUATION

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
4. There is little indication that significant program improvement resulted from the limited locally-directed evaluation activities conducted by LEA's. Content analysis of the 72 evaluation reports failed to reveal any indication of program improvements as a result of evaluation activities. Only two of these reports indicate that findings of evaluation activities are disseminated.	4. Findings and conclusions of all locally directed evaluation activities should be distributed so as to maximize their impact on the occupational program by providing a basis for the following types of activities: course revision, program revision, modification of instruction, deletion or addition of programs, etc.	4. a. (LEA) Develop a comprehensive report of all information and data obtained for locally-directed evaluation of the total occupational program. b. (LEA) Develop summary reports of selected data and information from the local comprehensive report that would be of interest and value to various school personnel and members of the community, i. e., occupational teachers, guidance personnel, advisory committee members, employers, parents, and occupational students. c. (LEA) Conduct meetings with occupational teachers, administrators, guidance personnel, and advisory committees to: 1) interpret information and data included in the foregoing reports, 2) establish a program of work to upgrade the occupational program where appropriate, and 3) establish personnel responsibilities and target dates for completing the activities outlined in the program of work.
5. Evaluation reports for the 72 LEA's visited during the FY 74 evaluations revealed that very few of them had conducted any type of cost analysis of their occupational programs.	5. Cost analyses should be conducted periodically for all occupational programs.	5. a. (DVTE, U) Provide pre- and in-service training for local district personnel to develop competencies necessary for conducting cost-related studies of occupational programs. b. (LEA) Include cost-related studies as an integral part of all locally-directed programs for periodically evaluating district occupational programs.

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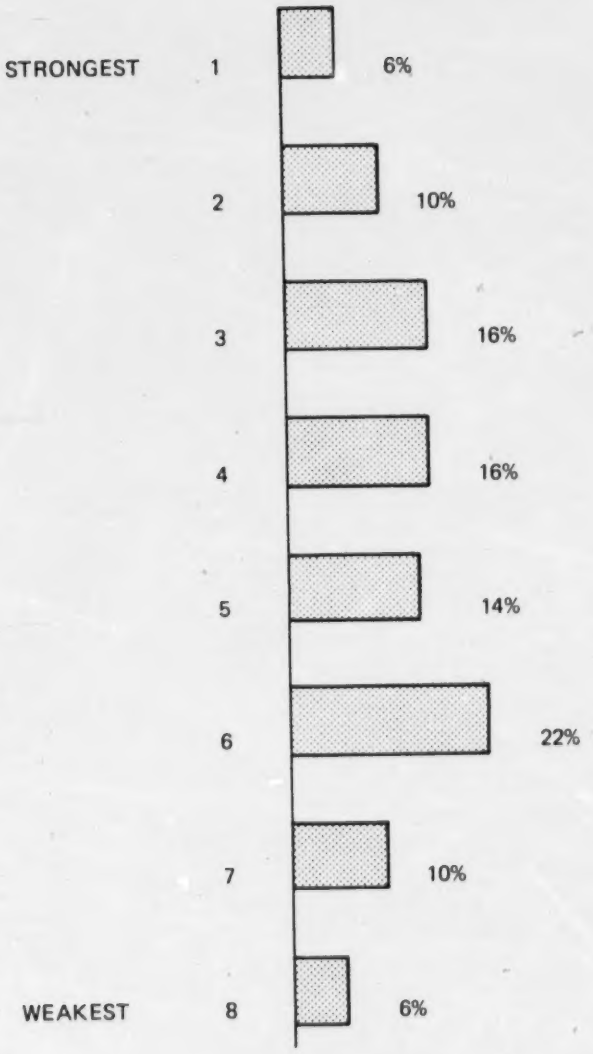
RESOURCES UTILIZED



MEAN RANK 4.6

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEAs. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

Resources Utilized

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. Interviews throughout the year revealed concern for adequate state and federal funding as a result of increasing enrollments and demands for occupational programs.	1. Inform legislators of the need for continuing, adequate funding for occupational programs.	1. a. (DVTE, ICCB, LEA, OSPI) Disseminate information on pending legislation affecting occupational education. b. (LEA) Advisory committee members, parents, as well as educators, should contact legislators to support a state occupational education funding act.
2. 84% of the LEA's evaluated reported on the School and Community Data Form that they utilized citizens from their community to serve on occupational advisory committees.	2. Each LEA should maintain a functional system of advisory committees for its occupational programs.	2. a. (LEA) Utilize DVTE, IOCP, Rurban Education Development Laboratory (REDL) and other materials as guides for developing, maintaining, or strengthening advisory committees. b. (U, DVTE, LEA) Work to insure that all active and prospective occupational personnel possess competencies to successfully manage advisory committee activity. c. (DVTE) Disseminate information from its funded projects concerning advisory committees. d. (DVTE & LEA) Develop means to recognize the contributions of advisory committee members and to identify selected advisory committees which are exemplary in their performance. e. (LEA) Request consultation from DVTE, universities, Illinois Citizens' Education Council, REDL, and other appropriate sources.
3. Results from faculty Preliminary Evaluation Instruments indicate that 37% of the faculty surveyed were involved in planning or changing the Local District One and Five Year Plan.	3. The development and evaluation of the Local District One and Five Year Plan should be a continual process involving all faculty.	3. a. (LEA) Organize staff participation, and allocate time for the development and evaluation of the Local Plan. b. (LEA) Utilize the Local District Plan as an important internal program and planning guide as well as a contract with DVTE. c. (LEA) Disseminate major components of the Local District Plan to appropriate audiences as a resource for all occupational program management.
4. Many existing advisory committees are not task oriented and utilized to full capacity.	4. Occupational advisory committees should have task oriented objectives for their meetings and activities.	4. a. (LEA) Utilize DVTE, IOCP, Rurban Education Development Laboratory (REDL) and other materials as guides for developing, maintaining, or strengthening advisory committees.

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Resources UTILIZED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		4. continued b. (DVTE & U) Plan and conduct in-service workshops on the creative and effective utilization of occupational advisory committees, both general and occupational specific committees. c. (LEA) Insure that minutes are kept and distributed to all concerned for all advisory committee meetings.
5. The FY 74 evaluation reports and data collected indicate that occupational faculty were: 1) not aware of resources available, or 2) not utilizing such resources.	5. Initiate several strategies of in-service development to acquaint occupational faculty with the resources available and methods for more effective utilization.	5. a. (DVTE) Encourage the conduct of in-service activities (particularly with respect to identifying and utilizing internal and external resources) by making such plans a required part of the Local District One and Five Year Plan Guidelines. b. (U) Require that all prospective occupational teachers and administrators posses a mix of competencies to enable better identification and utilization of resources both internal and external. c. (LEA) Devote both increased time and dollar resources to insure that their occupational personnel are aware and knowledgeable in the use of community and internal resources.
6. A frequently noted problem in the evaluation reports was an apparent shortage or inadequacy of facilities for the operation of occupational programs.	6. Facilities should be appropriate for fulfilling the objectives of the occupational programs.	6. a. (LEA) Continually conduct assessments of facilities to determine both programmatic adequacy and physical capacity as well as to provide information on utilizing non-institutional alternatives. b. (LEA) Continually work to identify appropriate facilities available internally or off campus which can serve projected program needs for occupational offerings. c. (LEA) Keep the community well informed of both current and projected facility needs.
7. Approximately 33% of the evaluation reports implied that selected equipment or support materials are outdated.	7. Develop plans for evaluating maintaining, replacing, and acquiring equipment.	7. a. (LEA) Conduct regular inventories of equipment needs and requests. b. (LEA) Budget for both maintenance and replacement on a planned schedule basis.

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Resources UTILIZED

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		7. continued c. (LEA) Develop priorities for new equipment acquisitions in terms of staff and advisory committee(s) recommendations and overall institutional objectives, and obtain consultant assistance from DVTE.
8. Several LEA's in cooperation with their advisory committees have initiated exemplary activities which have demonstrated both the willingness and interest of community business, industry, and government to work with occupational programs.	8. Conscious efforts should be made to emphasize exemplary school/community relationships which work to maintain and strengthen the quality of occupational programs.	8. a. (DVTE) Work to identify and offer special recognition in the form of awards to examplary school/community activities and programs. b. (DVTE, Professional Organizations) Work to publicize such exemplary activities. c. (DVTE) Consider identifying selected LEA's as demonstration centers for effective resource utilization. d. (LEA) Utilize DVTE publication on community resource utilization system (CRU System). e. (LEA) Visit exemplary programs which are demonstrating the effective use of community resources and adjust local programs accordingly.
9. The reports of evaluated LEA's having cooperative education programs attest to the positive effect which strong school, community, business, and governmental agency relationships have upon occupational programs.		
10. An increasing number of LEA's are developing joint agreement programs with adjacent districts and/or contracts with proprietary institutions.	10. To the extent that such contracts or agreements can increase service to students and/or be provided at low cost while maintaining quality, such arrangements should be encouraged.	10. a. (DVTE & LEA) Survey the nature, characteristics, problems, and benefits associated with various joint agreements and contracts especially those with individual business and proprietary institutions. b. (DVTE) Develop and disseminate a report on the above accompanied by "how to" information for LEA's contemplating such action.

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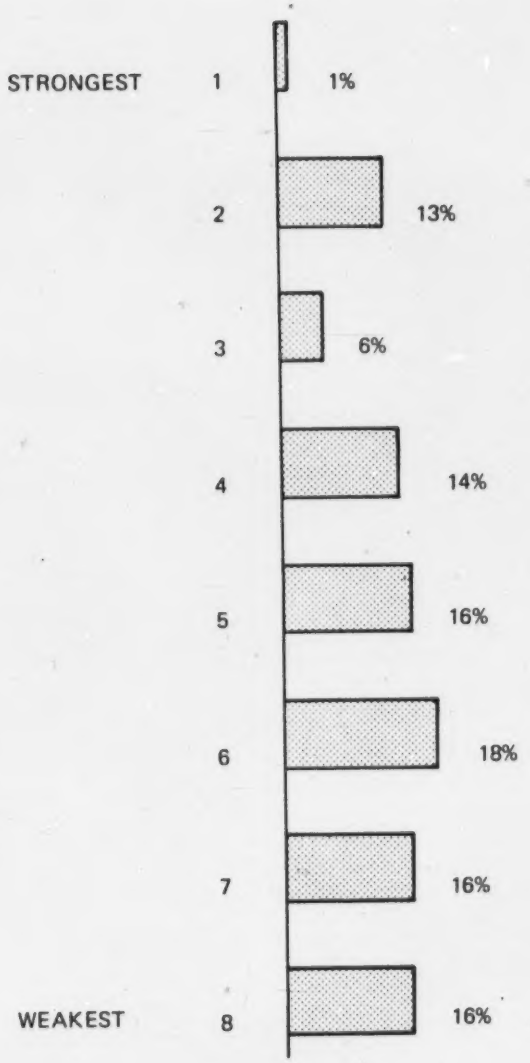
GUIDANCE SERVICES



MEAN RANK 5.2

Each evaluation team was responsible for ranking the Eight Areas of Concern to aid in identifying those areas needing the greatest attention within LEAs. The above graph illustrates the percentage distribution of those rankings for one Area of Concern.

GUIDance services

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1. Post-secondary and Area Vocational Center guidance services evaluated during FY 74 were found to be more formalized and seemed to be functioning more efficiently when compared with the secondary guidance service programs provided to occupational students.	1. State and local efforts should be continued to make guidance services an integral part of a total occupational program.	1. a. (DVTE) Continue the development of the "Counselor's Handbook." Upon completion of the handbook, conduct sufficient workshops to acquaint local personnel with its content. b. (DVTE) Identify the exemplary career guidance service programs and encourage the state staff to publicize these programs. c. (LEA) Encourage local guidance personnel to visit and analyze exemplary programs. d. (U) Utilize the content of the "Counselor's Handbook" for the preparation of all guidance personnel. e. (DVTE) Explore the feasibility of utilizing additional funding factors for the improvement of local guidance and related services for occupational students.
2. Evaluation report results contained remarks that noted LEA's are increasing the availability of career planning materials and in isolated cases, formalized testing programs exist; however, it was generally found that LEA's do not offer formalized testing programs for assisting students in making occupational plans or choices.	2. The DVTE should continue to emphasize to local agencies the importance of all facets of career development and decision making.	2. a. (DVTE) Modify the Three-Phase Team Member Handbook to include a task statement concerning the availability of career planning materials. b. (LEA) Encourage secondary guidance personnel to institute a formal testing program to aid in career planning for occupational students. c. (LEA) Establish a formal entrance orientation procedure so that every student completes a written personal data form, lists occupational interests and takes aptitude tests concurrently so that all information can be utilized in counseling the students.
3. The results of the occupational evaluation reports suggest that guidance personnel continue to have limited or informal involvement in the identification of disadvantaged and handicapped students and are usually not involved in recommending special services.	3. Guidance personnel should become acquainted with the purpose and educational benefits provided for disadvantaged and handicapped students enrolled in occupational education programs.	3. a. (DVTE) Continue to make available DVTE Bulletin #40-273 for use at workshops and within the local programs. b. (U) Both pre-service and in-service programs designed to prepare occupational guidance and instructional personnel should include instruction focused upon specialized target groups with concentrated efforts devoted to program opportunities and special services for the disadvantaged and handicapped. c. (DVTE & OSPI) State agencies should continue to provide added financial assistance to LEA's to support specialized programs for disadvantaged and handicapped students.

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GUIDance services

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		3. continued d. (DVTE) The Special Programs Unit of DVTE should make available examples of current systems used by LEA's for serving disadvantaged and handicapped students. e. (LEA) Coordinate ancillary services of Special Education and Title I staff with occupational staff.
4. Although college-bound students appear to be receiving guidance service, it appears that students are generally not receiving guidance for entry into occupational classes and/or career programs.	4. Greater consideration should be given to serving the guidance needs of all students.	4. a. (U) Guidance trainees should have more opportunities to become better prepared to counsel in occupational areas (e. g., more course offerings in this area, opportunities for internship, workshops to provide continued updating of career guidance needs). b. (LEA) Promote greater communication between guidance staff and occupational education staff via joint committees and joint staff meetings. c. (LEA) Encourage guidance staff to visit in the local community so as to be more aware of community needs. d. (LEA) Establish an occupational program that is consistent with manpower needs (local, state, and national) and make guidance staff aware of this program. e. (LEA) Encourage guidance personnel to assist students who wish to enter occupational programs.
5. The working relationship among guidance personnel, students, staff and administrators within the schools evaluated during FY 74 was found to be positive; however, it was noted rather frequently that there is widespread confusion among guidance personnel as to their formal relationships with the occupational programs, staff and students.	5. Local districts offering occupational orientation and preparation programs should give priority to developing a comprehensive guidance system for all students.	5. a. (LEA) Develop comprehensive job descriptions for all guidance personnel. Seek consultant services from DVTE to accomplish this task. b. (LEA) Define the guidance responsibility of occupational instructional personnel. c. (LEA) Conduct in-service meetings for local occupational administrative, instructional and guidance personnel to identify individual strengths and to discuss the ramifications of a locally-structured delivery system. d. (DVTE) Analyze the exemplary guidance systems currently operational at the secondary and post-secondary levels to identify the components of a model program. Package this information and disseminate it to all LEA's.

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GUIDance services

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
6. Evaluation reports and the Preliminary Evaluation Instrument information noted that the guidance personnel possessed a general knowledge of the occupational curricula; however, in most cases, the evaluation reports recommended that additional knowledge was needed.	6. It should be the responsibility of the LEA to establish a program that will facilitate the growth and professional development of guidance personnel.	6. a. (LEA) Charge the occupational instructional staff with the responsibility of developing course descriptions including program and course outcomes, content and other data that will assist guidance personnel in maintaining a knowledge of existing courses and programs. b. (LEA) Conduct formal meetings between the occupational personnel and guidance staff to better understand program purpose, requirements and problems. c. (DVTE & U) Credit generated workshops, seminars and externship programs should be developed which will give guidance personnel concentrated experiences in order to expand their knowledge of occupational curricula and its ramifications for society. d. (DVTE) Increase the involvement of guidance personnel as team members for the on-site evaluation phase of the Three-Phase Evaluation System. e. Encourage guidance personnel to follow a systematic plan for updating job information.
7. There appears to be a lack of consistency in communications and involvement of local guidance staff and their cooperating local advisory committees; consequently, information which might benefit the needs of students is often not fully utilized.	7. Explore all methods of cooperatively unifying the efforts of guidance staff and advisory committees.	7. a. (LEA) Involve guidance department members in summary advisory meeting. b. (LEA) Advisory committees should supply all guidance personnel with their summary reports. c. (U) Assign units of study and research in the areas of guidance staff and advisory committee cooperation and their vital unified role to serve occupational students.
8. Remarks in the evaluation reports concerning program articulation and participation in the K-8 occupational information program by guidance personnel ranged from active to absent. The data suggest that there appears to be a trend at the local level which notes the development of a positive attitude and initial involvement in total (K-14) program articulation.	8. LEA's should continue to develop systematic programs from K-14 using the resources of local guidance personnel to aid in the transition from one program level to another.	8. a. (LEA) Use the services of DVTE's Curriculum Material Center to assist in the selection of appropriate career information materials. b. (DVTE) Encourage the Regional Vocational Directors to visit with selected elementary schools within their regions to offer assistance for growth and development of the K-8 occupational information programs. c. (U) Encourage university personnel to offer extension programs which are designed to assist all local personnel with K-8 information programs and the articulation of a total K-14 program.

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GUIDance services

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		8. continued d. (LEA) Regularly scheduled visits to area post-secondary and/or private institutions should be conducted by guidance personnel in order to keep informed of institutional changes.
9. Placement services for occupational education students appear to be a formal segment of the post-secondary occupational programs evaluated during FY 74. However, it was also reported that the secondary institutions have made little, if any, progress toward formalizing placement services for occupational students.	9. Extend the local pupil personnel services to include a placement function for students at all levels, particularly at the secondary level.	9. a. (LEA) Use the expertise of local advisory committee members to assist with the establishment of placement services. b. (LEA) Give the establishment of placement services a high priority for FY 75. c. (DVTE) Consider selecting an appropriate geographic region within the state that has a community college, an area vocational center and secondary schools to develop a model regional placement program. Contractual funds should be provided from the Research and Development Unit as well as leadership from the Special Programs Unit to develop this model.
10. An analysis of the FY 74 evaluation data reveals that efforts are being made to conduct follow-up studies of occupational program graduates. Although many of these efforts are in the embryonic stage, it may be concluded that this facet of the total program operation was a priority item for local program growth and development.	10. The developmental efforts noted in FY 74 should be continued for FY 75.	10. a. (DVTE) The Special Programs Unit should continue to work with local districts to encourage the development of active follow-up studies and recommend how this information can be used for program growth and refinement. b. (LEA) LEA's should begin to develop questionnaires, surveys and interview procedures to be administered to graduates for program evaluation and modification. c. (LEA) Local occupational instructional personnel and advisory committees should be involved and knowledgeable of program graduates via local follow-up procedures.
11. There was no supportive evidence gathered in FY 74 to indicate that guidance personnel have formally participated in local occupational program evaluation.	11. Maximum program growth and refinement activities must include all segments of local program operation. The pupil personnel services cannot be excluded from local program evaluation.	11. a. (LEA) Local occupational program administrators should encourage open and meaningful communication between the pupil personnel section and occupational administration and instructional staff. b. (U) Programs designed to prepare occupational guidance personnel should include course work within occupational education as well as the professional work needed for certification.

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GUIDance services

CONCLUSIONS	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		11. continued c. (DVTE) The Special Programs Unit should develop and disseminate guidelines that include topics which can suggest criteria for local self-assessment activities. d. (LEA) Counselors should visit occupational classrooms to become aware of occupational trends. e. (U) University personnel should be encouraged to make on-site visits to schools to become aware of programs, problems, and assigned responsibilities.

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SUMMARY

As a part of the FY 1974 on-site evaluations, visitation teams were asked the rank order of the Eight Areas of Concern from the area needing the greatest attention to the area requiring the least. A compilation of the rankings for the 1974 on-site visits conducted is as follows:

EVALUATION

OBJECTIVES

GUIDANCE SERVICES

ADMINISTRATIVE ORGANIZATION

RESOURCES UTILIZED

OCCUPATIONAL PROGRAMS

STUDENTS SERVED

PERSONNEL

The compilation indicates the components of the total occupational program needing greatest attention on the part of all concerned with occupational education in Illinois.